

Target Setting Guidelines

Target Setting is recognised as a very important process at Emersons Green Primary School. It is undertaken at different levels but recognises that it should underpin the teaching and learning throughout the whole school. Therefore all teachers are responsible for setting targets for all children not simply those who are in a statutory assessment year group. There are many types of target setting in school

- ◆ Individual Pupil Targets
- ◆ Pupil Performance Targets
- ◆ School Improvement Targets
- ◆ Pupil Attainment Targets – SATs results
- ◆ Individual Education Plan Targets

Individual Pupil Targets

In September of each academic year the class teacher sets Individual Pupil Targets for each child. These are formulated using information from the previous years annual report to parents, early indications of a child's ability, previous learning, and any assessment that may have been done at the beginning of term, discussion with the previous teacher and Individual Education Plan targets (if appropriate).

These targets will reflect the demands of the Literacy and Numeracy strategies and other relevant curriculum aims and objectives. Where necessary the targets will either track back or forward to allow for those working outside of their appropriate year objectives.

In Key Stage 2, where appropriate these targets are determined and discussed with the child prior to being set. This is done to enable the child to play a greater role in gaining an understanding of its own development.

In practice the Individual Pupil Targets are likely to be *group targets* this is to reflect the ability grouping required by the Literacy and Numeracy strategies and does not detract from the needs of individuals. Teachers and Support Staff will monitor these targets against individual achievement to ensure that the targets are appropriate and will ensure that the targets remain appropriate or, where necessary will alter the grouping of individuals.

Parents are informed of the targets for individuals at Parent Evening Meetings in Autumn and Spring Terms, final targets are included in the Annual Report to Parents and parents are invited to comment on targets at every stage.

Pupil Performance Targets

As part of Performance Management teachers are required to set Pupil Performance Targets for her/his class. These targets are taken from the identified areas from the School Improvement Plan (see below). They closely reflect the specific cohort so the percentages may differ from the South Gloucestershire targets. Previous attainment of the children will be closely considered and be part of the discussion during the agreeing of objectives.

School Improvement Targets

At Emersons Green Primary School we also set targets for pupils within the School Improvement Plan. These focus on areas that we wish to develop as a school. These areas are influenced by National and Local initiatives, School identified issues and consideration of the needs of the particular cohort. They focus on an aspect of Literacy, Numeracy, Science and ICT. The percentages of children expected to achieve these are set considering of the South Gloucestershire targets.

Pupil Attainment Targets

Governing bodies of all maintained primary schools must set targets each autumn for improving pupil performance. Current regulations state that targets must be set for pupil attainment at Key Stage 2 and targets and actual results published in the Governors Annual Report to Parents. It is also recommended to do this for Key Stage 1 SATs. These targets are set with the guidance and advice of the Headteacher having sought the opinions and recommendations of relevant staff, as well as interrogating relevant data, such as the Autumn Package, PANDAs and Performance Tables, in conjunction with cohort specific information such as KS1 SATs and optional SAT results.

Individual Education Plan Targets

All children who have an identified Special Educational Need and are on the Code of Practice require an IEP. As part of this plan the teacher in charge of the IEP needs to draw up SMART targets that directly focus upon the area(s) of need. Where appropriate this will be done with the input of any other agencies that may be involved e.g. Speech Therapist, the Parents, the Child and Support Staff involved. These targets are reviewed regularly and tailored accordingly.

Timeline

	Autumn		Spring		Summer	
Individual Pupil Targets	set targets for individuals /groups – share with Parents	monitor individual /group targets	set targets for individuals /groups – share with Parents	monitor individual /group targets	monitor individual /group targets	set targets for individuals /groups – for annual report
Pupil Performance Targets	agree objectives for year with Headteacher	complete any identified training or development which impact upon the identified objectives monitor pupil progress with regard to targets collect/ record pupil progress working towards targets			review targets and analyse achievement against targets	
School Improvement Targets	use SITs to inform individual perf. man. targets	monitor – evaluate – review SITs, complete relevant staff development, work sampling of subjects, focussed teaching etc.			decide on which areas to focus, agree as a staff targets for each year group to demonstrate continuity and progression	
Pupil Attainment Targets	Headteacher discuss with relevant staff, analyse data	Governors set target with guidance from Headteacher	monitor – evaluate – review booster classes for Year 6, ALS, Springboard etc. to support targeted individuals		SATs	analysis of SAT results
IEP Targets	previous targets reviewed new targets set using information from outside agencies, parents, children		previous targets reviewed new targets set using information from outside agencies, parents, children		previous targets reviewed new targets set using information from outside agencies, parents, children	

Emersons Green Primary School